



Wath Central Primary School



Progression Map – Based on Chris Quigley Essentials

Subject Area: Music

	Milestone 1 By the end of Key Stage 1 (Years 1 and 2), children will have been taught how to:	Milestone 2 By the end of Lower Key Stage 2 (Years 3 and 4), children will have been taught how to:	Milestone 3 By the end of Key Stage 2 (Years 5 and 6), children will have been taught how to:
To Perform Key Subject Specific Vocabulary	Band Solo Verse Chorus	Backing Balance Ballad Chorus Groove Hook Lyrics Melody Offbeat Verse	Harmony Acapella Arrangement Back beat Harmony Drone Ostinato Coda melodic
To Perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
To Compose Key Subject Specific Vocabulary	Pulse Rhythm Pitch Sounds – long/ short, high/ low, loud/ quiet	pitch chord accompaniment	Verse Chorus Rhythmic patterns Timbre Duration Melody Rhythm Melodic ostinato
To Compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration.

	<ul style="list-style-type: none"> • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
To Transcribe Key Subject Specific Vocabulary	Musical symbols	notation quaver Crotchet Minim Semibreve improvise	Pentatonic scale Lyrics Melody phrase
To transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.
To Describe Music Key Subject Specific Vocabulary	Pulse Rhythm Timbre Dynamics Tempo pitch	Duration Pulse Rhythm Timbre Dynamics Pitch Tempo Texture Beat Structure syncopation	<ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • Notation • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • Bride/ middle 8 • riff • structure

<p>To Describe Music</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.
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Supporting Music for those below Milestone 1

<p>P4</p> <ul style="list-style-type: none"> • Use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments. • With some support, listen and attend to familiar musical activities and follow and join in familiar routines. • Show an awareness of cause and effect in familiar events. 	<p>P5</p> <ul style="list-style-type: none"> • Take part in simple musical performances. • Respond to signs given by a musical conductor. • Pick out a specific musical instrument when asked. • Play loudly, quietly, quickly and slowly in imitation. • Play an instrument when prompted by a cue card. • Listen to, and imitate, distinctive sounds played on a particular instrument. 	<p>P6</p> <ul style="list-style-type: none"> • Respond to other pupils in music sessions. • Join in and take turns in songs and play instruments with others. • Begin to play, sing and move expressively in response to the music or the meaning of words in a song. • Explore the range of effects that can be made by an instrument or sound maker. • Copy simple rhythms and 	<p>P7</p> <ul style="list-style-type: none"> • Listen to and describe music by describing musical experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures. • Respond to prompts to play faster, slower, louder or softer. • Follow simple graphic scores with symbols or pictures and play simple patterns or sequences of 	<p>P8</p> <ul style="list-style-type: none"> • Listen carefully to music. • Understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, e.g. faster, slower, louder, higher and lower. • Create own simple compositions, carefully selecting sounds. • Create simple graphic scores using pictures or symbols. • Use a growing 	<p>Early Years</p> <ul style="list-style-type: none"> • Begin to build a repertoire of songs. • Explore the different sounds of musical instruments. • Create simple representations of events, people and objects.
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<ul style="list-style-type: none"> • Begin to look for an instrument or noise maker played out of sight. • Repeat, copy and imitate actions, sounds or words in songs and musical performances. 	<ul style="list-style-type: none"> • Listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table. 	<p>musical patterns or phrases.</p> <ul style="list-style-type: none"> • Play groups of sounds indicated by a simple picture- or symbol-based score. • Begin to categorise percussion instruments by how they can be played. 	<p>music.</p> <ul style="list-style-type: none"> • Listen and contribute to sound stories. • Improvise and make basic choices about the sound and instruments used. • Make simple compositions. 	<p>musical vocabulary of words, signs or symbols to describe what is played and heard.</p> <ul style="list-style-type: none"> • Make and communicate choice when performing, playing, composing, listening and appraising. 	
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